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ABSTRACT

The Pennsylvania state academic standards describe what students should know and should be able to achieve at the end of grades 3, 5, 8 and 12 in the visual and performing arts, and the understanding about humanities context within the arts. The arts include dance, music, theater, and visual arts. The arts and humanities are interconnected through the inclusion of history, criticism, and aesthetics. In addition, the humanities include literature and language, philosophy, social studies, and world languages. The areas encompassed in the humanities such as jurisprudence, comparative religions, and ethics are included among other standards documents. The interconnected arts and humanities areas are divided into four standards categories: (1) "9.1. Production, Performance and Exhibition of Dance, Music, Theater, and Visual Arts"; (2) "9.2. Historical and Cultural Contexts"; (3) "9.3 Critical Response"; (4) "9.4. Aesthetic Response." Knowledge of the academic standards for the arts and humanities incorporates carefully developed and integrated components: application of problem-solving skills; extensive practice in the comprehension of basic symbol systems and abstract concepts; application of technical skills in practical production and performance; comprehension and application of the creative process; development and practice of creative thinking skills; and development of verbal and nonverbal communication skills. These standards provide the targets essential for success in student learning in arts and humanities. They describe the expectations for student achievement and performance at each grade level in Pennsylvania schools. A glossary of terms is included. (BT)

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Academic Standards for the Arts and Humanities

Pennsylvania Department of Education

SO 034 776

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Academic Standards for the Arts and Humanities

XXVI. INTRODUCTION

The Academic Standards for the Arts and Humanities describe what students should know and be able to do at the end of grades 3, 5, 8 and 12 in the visual and performing arts and the understanding about humanities context within the arts. The arts include dance, music, theatre and visual arts. The arts and the humanities are interconnected through the inclusion of history, criticism and aesthetics. In addition, the humanities include literature and language, philosophy, social studies and world languages. The areas encompassed in the humanities such as jurisprudence, comparative religions and ethics are included among other standards documents. The interconnected arts and humanities areas are divided into these standards categories:

- ◊ 9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- ◊ 9.2. Historical and Cultural Contexts
- ◊ 9.3. Critical Response
- ◊ 9.4. Aesthetic Response

The Academic Standards for the Arts and Humanities define the content for planned instruction that will result in measurable gains for all students in knowledge and skills and provide a basis of learning for continued study in the arts. The unifying themes of production, history, criticism and aesthetics are common to each area of study within the Academic Standards in the Arts and Humanities.

- Dance Education is a kinesthetic art form that satisfies the human need to respond to life experiences through movement of the physical being.
- Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.
- Theatre Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.
- Visual Arts Education is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.
- Humanities Education is the understanding and integration of human thought and accomplishment.

Academic Standards for the Arts and Humanities

Knowledge of the Academic Standards for the Arts and Humanities incorporates carefully developed and integrated components:

- Application of problem solving skills
- Extensive practice in the comprehension of basic symbol systems and abstract concepts
- Application of technical skills in practical production and performance
- Comprehension and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

These standards provide the targets essential for success in student learning in arts and humanities. They describe the expectations for students' achievement and performance throughout their education in Pennsylvania schools. Utilizing these standards, school entities can develop a local school curriculum that will meet their students' needs.

The arts represent society's capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment in the 21st Century.

A glossary is included to assist the reader in understanding terminology contained in the standards.

Academic Standards for the Arts and Humanities

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts			
9.1.3. **GRADE 3**	9.1.5. **GRADE 5**	9.1.8. **GRADE 8**	9.1.12. **GRADE 12**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Know and use the elements and principles of each art form to create works in the arts and humanities. • Elements ➢ Dance: • energy/force • space • time ➢ Music: • duration • intensity • pitch • timbre ➢ Theatre: • scenario • script/text • set design ➢ Visual Arts: • color • form/shape • line • space • texture • value • Principles ➢ Dance: • choreography • form • genre • improvisation • style • technique ➢ Music: • composition • form • genre • harmony • rhythm • texture ➢ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ➢ Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony			
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. • Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media			
C. Recognize and use fundamental vocabulary within each of the arts forms.	C. Know and use fundamental vocabulary within each of the arts forms.	C. Identify and use comprehensive vocabulary within each of the arts forms.	C. Integrate and apply advanced vocabulary to the arts forms.

Academic Standards for the Arts and Humanities

D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.	D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.	D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	E. Communicate a unifying theme or point of view through the production of works in the arts.	E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).	F. Describe works of others through performance or exhibition in two art forms.	F. Explain works of others within each art form through performance or exhibition.	F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
G. Recognize the function of rehearsals and practice sessions.	G. Identify the function and benefits of rehearsal and practice sessions.	G. Explain the function and benefits of rehearsal and practice sessions.	G. Analyze the effect of rehearsal and practice sessions.
H. Handle materials, equipment and tools safely at work and performance spaces. • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.	H. Use and maintain materials, equipment and tools safely at work and performance spaces. • Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.	H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.	H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.

Academic Standards for the Arts and Humanities

I. Identify arts events that take place in schools and in communities.	I. Describe arts events that take place in schools and in communities.	I. Know where arts events, performances and exhibitions occur and how to gain admission.	I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).	J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).	J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).	J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).
K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.	K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Academic Standards for the Arts and Humanities

9.2. Historical and Cultural Contexts

9.2.3. GRADE 3	9.2.5. GRADE 5	9.2.8. GRADE 8	9.2.12. GRADE 12

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context appropriate for each grade level in concert with districts' social studies, literature and language standards.

A. Explain the historical, cultural and social context of an individual work in the arts.

B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

D. Analyze a work of art from its historical and cultural perspective.

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

G. Relate works in the arts to geographic regions:
- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).

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9.3. Critical Response			
9.3.3. **GRADE 3**	9.3.5. **GRADE 5**	9.3.8. **GRADE 8**	9.3.12. **GRADE 12**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Recognize critical processes used in the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments	A. Identify critical processes in the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments	A. Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments	A. Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's *Broadway Boogie-Woogie*; use of dynamics, tempo, texture in Ravel's *Bolero*).	B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's *In the Hall of the Mountain King* and in tap dance).	B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).	B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).
C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).	C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).	C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).	C. Apply systems of classification for interpreting works in the arts and forming a critical response.
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.	D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

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E. Recognize and identify types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism	E. Describe and use types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism	E. Interpret and use various types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism	E. Examine and evaluate various types of critical analysis of works in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism
F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).	F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.	F. Apply the process of criticism to identify characteristics among works in the arts.	F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because…; The movie was enjoyed for its exceptional special effects).	G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's *Evolution of Mickey and Minnie Mouse*).	G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's *Revelations* to Tchaikovsky's *Swan Lake).*	G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

Academic Standards for the Arts and Humanities

9.4. Aesthetic Response			
9.4.3. GRADE 3	9.4.5. GRADE 5	9.4.8. GRADE 8	9.4.12. GRADE 12
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").	A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).	A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).	A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).	B. Investigate and communicate multiple philosophical views about works in the arts.	B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).	B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, *War of the Worlds*).
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).	C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).	C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's *Cats*).	C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional *Irish* dance at county fair versus the performance of *River Dance* in a concert hall).
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's *Rodeo).*	D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).	D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's *Destructive Periods in Russia During Stalin's and Deniken's Leadership* conveys her memories and emotions of a specific incident).	D. Analyze and interpret a philosophical position identified in works in the arts and humanities.

XXVII. GLOSSARY

Aesthetics:	A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts and the inquiry processes and human responses they produce.
Aesthetic criteria:	Standards on which to make judgments about the artistic merit of a work of art, derived from cultural and emotional values and cognitive meaning.
Aesthetic response:	A philosophical reply to works in the arts.
Artistic choices:	Selections made by artists in order to convey meaning.
Arts resource:	An outside community asset (e.g., performances, exhibitions, performers, artists).
Assess:	To analyze and determine the nature and quality of the process/product through means appropriate to the art form.
Community:	A group of people who share a common social, historical, regional or cultural heritage.
Contemporary technology:	Tools, machines or implements emerging and used today for the practice or production of works in the arts.
Context:	A set of interrelated background conditions (e.g., social, economic, political) that influence and give meaning to the development and reception of thoughts, ideas or concepts and that define specific cultures and eras.
Create:	To produce works in the arts using materials, techniques, processes, elements, principles and analysis.
Critical analysis:	The process of examining and discussing the effective uses of specific aspects of works in the arts.
Contextual criticism:	Discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the arts and humanities.

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Formal Criticism:	Discussion and evaluation of the elements and principles essential to works in the arts and humanities.
Intuitive Criticism:	Discussion and evaluation of one's subjective insight to works in the arts and humanities.
Critical process:	The use of sequential examination through comparison, analysis, interpretation, formation and testing of hypothesis and evaluation to form judgments.
Critical response:	The act or process of describing and evaluating the media, processes and meanings of works in the arts and making comparative judgments.
Culture:	The way of life of a group of people, including customs, beliefs, arts, institutions and worldview. Culture is acquired through many means and is always changing.
Elements:	Core components that support the principles of the arts.
Genre:	A type or category (e.g., music - opera, oratorio; theater - tragedy, comedy; dance - modern, ballet; visual arts- pastoral, scenes of everyday life).
Humanities:	The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment.
Improvisation:	Spontaneous creation requiring focus and concentration.
MIDI keyboard:	(Musical Instrument Digital Interface) A piece of equipment that interacts with a computer that uses a MIDI language set-up to notate and play music.
Multimedia:	The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity.
Original works in the arts:	Dance, music, theatre and visual arts pieces created by performing or visual artists.
Principles:	Essential assumptions, basic or essential qualities determining intrinsic characteristics.

Style: A distinctive or characteristic manner of expression.

Technique: Specific skills and details employed by an artist, craftsperson or performer in the production of works in the arts.

Timbre: A unique quality of sound.

Traditions: Knowledge, opinions and customs a group feels is so important that members continue to practice it and pass it onto other generations.

Traditional technology: Tools, machines or implements used for the historical practice or production of works in the arts.

Vocabulary: Age and content appropriate terms used in the instruction of the arts and humanities that demonstrate levels of proficiency as defined in local curriculum (i.e., fundamental – grade 3, comprehensive – grade 5, discriminating – grade 8 and advanced - grade 12).

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